CONSULTATION ON PROPOSED 2025 DEFINITION FOR MODE OF DELIVERY FOR ONLINE AND DISTANCE LEARNING
Deadline: Friday 5 May
Survey link: https://www.surveymonkey.com/r/V9GN6ZZ

Q.1-4 are 'About you' questions

Q.5 Do you agree that this definition captures the nature of online and distance learning currently delivered by your institution?

- Yes
- No

Q.6 Which aspects of online and distance learning are not captured by this definition? Please limit your answer to a few short paragraphs.

The reference in the proposed definition to "mainly asynchronous learning" does not account for the remainder that is to be included in this definition – namely, "synchronous learning."

The guidance for the current definition of extramural learning includes "Provision of synchronous learning (where there is tutor-student or peer-to-peer interaction, often involving broadcast lectures, interactive webinars etc., which are live/delivered in real time) that is typically delivered away from a provider's site."

This aspect of the guidance should be maintained in any guidance that is developed as part of the new definition. Therefore, this aspect should also be explicitly reflected in the new definition.

TEU would like to request that we are included in the development/consultation of the guidance material for this mode of delivery once the new definition is confirmed.

Q.7 Do you agree with 75% being an appropriate proportion of asynchronous learning to define a component of a programme (e.g., a course) for this mode of delivery for funding purposes?

- Yes
- No

Q.8 Why do you believe 75% is not an appropriate proportion? Please limit your answer to a couple of short paragraphs.

75%/25% is not an appropriate proportion of asynchronous/synchronous learning as it is unlikely to account for the actual amount of synchronous learning that occurs within the context of this mode of delivery.

It is important to note that synchronous learning constitutes more than scheduled, real-time lectures. For example, tutors often engage in one-on-one online meetings with learners, as well as respond to questions and queries in real-time tutorials and, beyond that, engage with learners via online forums by typing responses (also in real-time).

Also, the proportion of asynchronous/synchronous learning is bound to fluctuate across time; it is impossible to preempt the degree of synchronous learning that will be required by any given cohort of learners. Operating on the basis of 25% synchronous learning is less likely to account for this fluctuation, thereby potentially impacting outcomes for learners in a negative way.

Q.9 What proportion do you believe may be more appropriate? Please enter a number between 0 and 100.

60 (asynchronous) / 40 (synchronous)

Q.10 Why would that proportion be more appropriate? Please limit your answer to a couple of short paragraphs.

This proportion better reflects that actual work that tutors do to assist learners in achieving quality educational outcomes. As such, it better aligns with the primary aims of RoVE and the funding required to support high-quality vocational education provision.

Q.11 What are things we need to consider if applying a 75% proportion in practice? Please limit your answer to a couple of short paragraphs.

N/A

Q.12 Do you agree that the 'Provider-based: Asynchronous' definition can be applied to 'hyflex' learning?

- Yes
- No
- Don't know / not applicable

Q.13 Why do you think so? Please limit your answer to a couple of short paragraphs.

It is unclear why this consultation includes the potential application of the proposed definition for asynchronous learning to hyflex learning. After searching for the term 'hyflex' on the TEC website, there were no results. As such, it is difficult to foresee the implications of potentially conflating these two modes of delivery.

The brief explanation provided in the survey content notes that hyflex learning "is increasingly considered as an option for online learning as well." This implies that hyflex learning is something that currently occurs on-campus, face-to-face which, again, leaves us questioning any move to apply the proposed definition of asynchronous learning within this context.

In other words, there is concern that including hyflex learning within the definition of asynchronous learning will increase the scope for on-campus learning to be shifted online.

It is necessary to note that on-campus, face-to-face learning is essential for many learners' desire and capacity to remain engaged in their programmes, connect with peers, and achieve the educational outcomes that they set out to attain. Research indicates that this is particularly the case for those traditionally underserved by our vocational education system.

For Māori, flourishing in an education setting involves "learning by doing, teaching in context, learning in a group, memorising, and advancement when ready" (see 'Tauira: Māori Methods of Learning and Teaching' (Metge 2015). These are clearly factors for which on-campus, face-to-face learning is much more conducive.

Therefore, if one of the intentions of our vocational education system is to "meet the unique needs of all learners, including those who have been traditionally underserved, such as Māori, Pacific people and disabled learners" (https://www.tec.govt.nz/vocational-education/vocational-education/about-vocational-education/), we strongly advise against conflating the definitions of hyflex and asynchronous modes of delivery.

Q.14 What should we consider if applying this definition to 'hyflex' learning? Please limit your answer to a couple of short paragraphs.

N/A